# CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

# PARADROIESSIONAL TEACHER TRAINING PROGRAM

2005-2006 PROGRAM HANDBOOK

#### Members Of The California Commission On Teacher Credentialing

Commissioner Name	Position	Term Expires
Leslie Peterson Schwarze ( <i>Chair</i> )	School Board Member	2008
Jon Stordahl, (Vice Chair)	Teacher	2008
Catherine M. Banker	Public Representative	2007
Maytte Bustillos	Teacher	2005
Paul Clopton	Public Representative	2005
Guillermo Gomez	Teacher	2008
Gloria Grant	Teacher	2007
Elaine C. Johnson	Public Representative	2005
Dr. Steve Lilly	Faculty Representative	2005
Aida Molina	Administrator	2007
Leslie Littman	Designee, Office of the Superintendent of Public Instruction	Ongoing
Vacant	Public Representative	
Vacant	School Board Member	
Vacant	Teacher	
Ex Officio Members	Representing	
Marilyn T. McGrath	California Postsecondary Education Commission	
Dr. Karen Symms Gallagher	Association of Independent California Colleges and Universities	
Athena Waite	Regents, University of California	
Dr. Beverly Young	California State University	

#### California Commission on Teacher Credentialing

#### Vision, Mission, and Goals

#### Vision

To ensure that those who educate the children of this state are academically and professionally prepared.

#### Mission

To assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities
- Developing preparation and performance standards in alignment with state adopted academic content standards
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public

#### Goals Adopted By The Commission In November 2000

# Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Implement, monitor and report on the outcomes of new program initiatives

# Goal 2: Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities

- Conduct periodic review of the efficiency of the day-to-day operations and financial accountability of the Commission
- Continuously improve the development, distribution and dissemination of agenda and information to the Commission initiatives
- Orient new Commissioners and staff on the roles and responsibilities of the Commission initiatives
- Continuously update the Commission's policies and procedures initiatives

#### Goal 3: Provide quality customer service

- Use technological innovation to maximize operational efficiency and improve customer access to information and services
- Provide timely, accurate and responsive processing of credential applications

# Goal 4: Continue effective and appropriate involvement of the Commission with policy makers on key education issues

- Sponsor legislation as appropriate
- Influence legislation regarding the preparation and certification of professional educators
- Respond to policy makers' information inquiries
- Sustain productive relations with key policy makers and staff
- Collaborate with and advise appropriate agencies
- Design and develop strategies to implement new legislation

# **Goal 5: Enhance effective, two-way communication with the Commission's stakeholders**

Pursue strategies to refine the Commission's public affairs activities

# Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

#### California School Paraprofessional Teacher Training Program

#### **Introduction to the 2004-2005 Handbook**

This Handbook provides you with information about a number of topics from the law authorizing the California School Paraprofessional Teacher Training Program (PTTP), guidelines and requirements for local program administration to general information about the California Commission on Teacher Credentialing (CCTC). Information included in this Handbook is intended to facilitate local administration of your program.

#### **HANDBOOK CONTENTS**

#### Section 1 Education Code Sections §44390 - §44393

This section includes a copy of the statute authorizing the PTTP.

#### Section 2 Bidders Conference Information, 1992 and 1999

Many commonly asked questions and answers are included in this section.

#### **Section 3** Guidelines for Local Administration

Included in this section are general administration guidelines about PTTP staffing, participant support and data reporting requirements.

#### Section 4 Funding, Record Keeping and Data Collection Requirements

State travel reimbursement guidelines, continued funding, and record keeping information is included in this section.

This Handbook is provided as a resource and reference guide to assist local education agencies in the development and implementation of Paraprofessional Programs. Inquiries and requests for clarification about information included in this document should be directed to Marilynn Fairgood by e-mail, <a href="mailto:mfairgood@ctc.ca.gov">mfairgood@ctc.ca.gov</a> or by telephone, (916) 445-3223.

# THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

#### Introduction

The California Commission on Teacher Credentialing (Commission) is responsible for administering funding for the California School Paraprofessional Teacher Training Program pursuant to Article 12 (commencing with Section 44390) of the Education Code. The complete text of the statute may be found in Appendix A. Currently, 35 local programs support 1,619 school paraprofessionals completing coursework to earn a teaching credential. This agenda items seeks direction from the Commission regarding the competitive grant process that will allow local education agencies that do not currently administer a local PTTP to participate in the program.

#### Purpose of the California School Paraprofessional Teacher Training Program

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to create local career ladders that enable school paraprofessionals – including teachers' assistants, library-media aides, and instructional assistants – to become certificated classroom teachers in K-12 public schools. The Legislature also created this teacher development program to respond to teacher shortages in subject areas of need, improve instructional services provided by school paraprofessionals, and diversify the teaching profession.

The PTTP expands the existing pool of fully-certificated California teachers by recruiting individuals from paraprofessional classifications into the teaching profession. The program core consists of academic scholarships to defray tuition, books and fee costs for paraprofessionals who earn college degrees and teaching credentials. Paraprofessionals are expected to earn preliminary certification within the timelines established by their programs and approved by the Commission.

#### **Background**

The PTTP was initially established in 1990 by Senate Bill SB 1636 (Roberti, Chapter 144, Statutes of 1990) and modified in 1992 by follow-up legislation under SB 862 (Roberti, Chapter 1220, Statutes of 1991). In 1997, the program was re-authorized as the "California School Paraprofessional Teacher Training Program" under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Section 44390.

The PTTP is the only teacher development program administered by the Commission that recruits from the classified personnel positions of school paraprofessionals and develops them into fully-certificated teachers. Initial legislation identified the program as a pilot program and required recruitment of a maximum of 600 paraprofessionals from among 12 school districts across the state. The program consisted of 13 program sites from January, 1995 through June, 1999. At its peak in 1997, the pilot program served as many as 581 participants at a funding level of \$1.478 million. The original 13 programs included the participation of 14 California Community Colleges and 14 campuses of the California State University.

The range of prior academic experience of program participants has varied from completion of little or no postsecondary coursework (0-6 units) to completion of a bachelor's degree. Therefore, the typical certification path for most paraprofessionals is completion of baccalaureate degree requirements and the credential subject matter requirement, followed by entry into a district internship program pursuant to Education Code Sections 44325, 44326, 44327, 44328, 44830.3 or in a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3. Local programs offer professional development, academic advice, test preparation workshops, tutorial support, and financial assistance to school paraprofessionals seeking a preliminary Multiple Subject, Single Subject or Level I Education Specialist credential through the program.

#### **Expansion of the Paraprofessional Teacher Training Program**

AB 352 and AB 353, Chapters 737 and 831, Statutes of 1997, re-authorized the program as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393). The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 or more school districts or county offices of education throughout California. Although the law required increased participant numbers, no funding was provided to expand the program.

#### 1999-2000 Enhancing Professional Quality Allocation

In January, 1999, Governor Gray Davis identified the Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and included a \$10 million dollar augmentation for program expansion in the 1999-2000 California State Budget.

In August, 1999, the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Districts and county offices of education could apply singularly or as consortia. Thirty-five proposals were received, and of these, 29 received full funding.

As a result of the increased funding allocation, the program has grown significantly since 1999, with the number of program participants increasing from 522 in 1999-2000 to a high of 2,268 in 2000-2001. Currently, the 40 local programs provide service and support to 1,599 participants. The PTTP includes the participation of 35 California Community Colleges, 20 California State University campuses, 2 campuses of the University of California and 4 private/independent colleges and universities that offer teacher training programs.

#### **Program Graduates**

As of summer 2005, 481 of the original participants and 558 of the expansion participants of the 1999 cohort have completed the program and are fully credentialed. This means that the PTTP has produced a total of 1,039 fully-credentialed program graduates since its inception in 1995. Participant data is gathered through a Consent Form process which collects personal data about each participant as well as demographic information, including academic standing and employment information.

Because PTTP Consent Forms gather data at the participant level we know that of the total number of program graduates, 983 continue to serve in California public schools. This means that 95 percent of PTTP graduates continue to remain in the education profession 10 years after program implementation.

#### **Funding for the PTTP**

The Commission has been administering incentive funding for Paraprofessional programs since 1995. Funding allocated for the program ranged from \$1.478 million from 1995-1999 to \$11.478 million in 2000. In July 2002, due to fiscal challenges experienced by the State of California, local assistance program funding for all state-funded programs was reduced. The Paraprofessional Teacher Training Program funding allocation was reduced from \$11.478 million to \$6.583 million. Although program funding was decreased interest in the program has not decreased and the program continues to serve 1,617 participants. Inquiries about participation in the program are received from hopeful participants weekly.

The 2004-2005 Budget Act appropriated \$6.583 million to the Commission for administration of the PTTP. That same amount is included in the Governor's proposed 2005-2006 budget. Funding is available to school districts, county offices of education and consortia. Consortia are encouraged for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.



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# EDUCATION CODE SECTIONS §44390-§44393

**GRANT PROPOSAL** 

# ADDITIONAL INFORMATION REQUEST AND RESPONSE

GRANT AWARD LETTER

SPECIFIC GRANT CONDITIONS

GENERAL GRANT CONDITIONS

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This section contains a copy of Education Code Sections §44390-§44393 authorizing the California School Paraprofessional Teacher Training Program (PTTP). Program changes and budget modifications must be approved by the Commission's Project Manager. Written approval of any change(s) must be received from the Project Manager prior to implementation.

#### **EDUCATION CODE SECTIONS 44390-44393**

(Formerly §69619.1 added by Statutes 1990, c. 1444 (S.B. 1636), §1. Amended by Statutes 1991, c.1220 (S.B. 862), §1; Statutes 1994, c. 571 (A.B. 2112), §1, Statutes 1995, c. 91 (S.B. 975), §36. Renumbered §44393 and amended by Statutes 1997, c. 737 (A.B. 352), §3; Statutes 1997, c.831 (A.B. 353), §4.5 Amended by Statutes 2001, c. 342 (S.B. 299, §27; Statutes 2003, c. 573 (A.B. 1266), §8.)

44390. The Legislature hereby finds and declares that over the next five years, as many as 50 percent of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

- 44391. This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.
- 44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:
- (a) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.
- (b) "Program" means the California School Paraprofessional Teacher Training Program established pursuant to Section 44393.
- (c) "Teaching paraprofessional" means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.
- (d) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.
- 44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

- (b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:
- (1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.
- (2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.
- (3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual-crosscultural teachers.
- (4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.
- (5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.
- (6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.
- (7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.
- (8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.
- (c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.
- (d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school

paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

- (2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:
- (A) Graduate from an institution of higher education under the program with a bachelor's degree.
- (B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.
- (C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.
- (3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.
- (e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:
- (1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
- (2) The economic status of persons participating in the pilot program.
- (3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.
- (4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.
- (5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.
- (6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.
- (7) The attrition rate of teachers who have successfully completed the program.
- (f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

- (g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.
- (h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

## SECTION 3

# GUIDELINES FOR LOCAL ADMINISTRATION OF THE PARAPROFESSIONAL TEACHER TRAINING PROGRAM

Information included in this section provides you with basic program administration guidelines and requirements. When using these guidelines it is important to remember that some of the answers in Section 2 of this Handbook also provide important program guidelines. You should remember to refer to Section 2 if an issue of concern is not addressed in this section. Please contact the Commission's Project Manager if you have an issue that is not addressed in the Handbook.



#### **General Administration Guidelines and Requirements**

Each local PTTP is to be administered according to Education Code Sections 44390 – 44393, the Specific and General Grant Conditions signed by your superintendent, and Special Terms and Conditions signed by program administrators. Program modifications must be submitted in writing and approved by the Project Manager. Programs must receive written approval of program change(s) from the Commission prior to implementation.

The program shall not support any paraprofessional who: A) is not an employee of your school district, county office of education or consortium, B) has not completed your local interview and selection process, and C) is attending an IHE that is not a part of the collaborative.

Programs shall not create a consortium by adding school districts outside of their district or outside of their county subsequent to full funding. Additionally, institutions of higher education that were not included in the original grant proposal cannot be added at a later date. Please contact the Commission's Project Manager if you experience problems with your partner IHEs and feel that the participation of another IHE would be beneficial.

Concerns about administration and candidates' academic progress will be addressed by the Commission's Project Manager. If the Commission has serious concerns about participants' progress or effective administration of any local program a jeopardy letter will be mailed to the local program Director and funding may be discontinued. Please refer to Section 1, *General Grant Conditions*, number 20, for additional information about termination of funding.

#### **Local Program Administrative Staffing**

Each program should have a clearly identified program administrative team consisting of representatives from the LEA, IHEs and program participants. The team should include at least a program director/coordinator/facilitator and IHE program representatives. In addition, the following program support should be provided.

- (a) *Program Fiscal Agent*: This individual, along with the program director, certifies as true and correct the actual expenditure reports submitted to the Commission.
- (b) A Commission contact: This individual may be the program director, coordinator, facilitator, or other administrative staff authorized to make decisions on behalf of the program.

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- (c) LEA administrator to monitor academic progress of participants: Ongoing needs assessment and monitoring of academic progress of each participant, including a personal needs assessment, is critical. In addition to the academic advising and support provided by the IHEs, LEAs must have an administrative team member who is responsible for review of all coursework completed by participants each school term. This individual should possess knowledge of California certification requirements and could be the program director, coordinator, facilitator, credentials analyst or other support staff.
- (d) *IHE Advisor/Education Department contact*: Accurate academic advising facilitates participant's expeditious progress through baccalaureate degree and professional preparation programs. Without contacts in these areas there is no guarantee participants will complete required courses and succeed.
- (e) *Clerical support*: This is probably the most important support you will need in the program. This person is typically responsible for the mailing of surveys, daily contact with participants, meeting notices, gathering program and participant data, as well as all other clerical duties.

It is the LEA's responsibility to notify the CCTC Project Manager, in writing, of any change in program administration, fiscal agent or county/district superintendent. Please send notification of these changes via your Superintendent's office. The notice should be mailed to the attention of the Project Manager and should include:

- (a) the name of the out-going administrator (if applicable),
- (b) the name of the new administrator,
- (c) the telephone and fax number for the new administrator, and
- (d) effective date of the change.

#### **Participant Support and Requirements**

Annual Participant Commitment Form

As of 2001, the online participant consent form has been available for completion by participants. The form asks participants if they agree to the terms and conditions of participation in the program. While a participant's answers to questions included in the consent form may be acceptable, questions asked online are not detailed as requirements included in the Participant Commitment and Agreement Form.

As of fiscal year 2004-2005 all participants must complete a paper copy of the Commission's Participant Commitment and Agreement Form. Participants shall also receive an annual accounting of expenses incurred to date and the latest version of Education Code Sections 44390 - 44393. A copy of the commitment and agreement form is included as Appendix 3-A at the end of this section. Any proposed change(s) to the Commission's form that is recommended by PTTP administrative staff must be reviewed and accepted by the Commission prior to making the change(s). The Commission reserves the right to refuse any changes that will substantively weaken the terms of participation included in the form and identified in law. Please contact the Commission's Project Manager if you have concerns about the form.

Signed copies of the signed forms may be electronically stored but must be readily accessible when requested by the Commission or the Office of the Auditor General. If a participant refuses to sign the commitment and agreement form he/she shall not be allowed to participate in the program and shall be required to reimburse the program as described in Education Code Section 44393(d)(3) and in number 12 of the participant commitment form.

#### Certificates of Clearance

To ensure that all prospective teachers in the PTTP are of good moral standing, Certificate of Clearance applications for each participant must be filed during the first year of participation in the program. It is the participant's responsibility to present the Certificate of Clearance to program administrators after issuance. Program administrators shall include the original certificate in the participant's file and notify your partner teacher preparation institution that the certificate has been issued. The certificate should be given either directly to the IHE or to the participant when he/she enters and internship program or begins student teaching.

It is the local program administrator's responsibility to check that each participant has received their Certificate of Clearance in a timely manner. If the certificate is not issued within 4 months of application, or if there is a hold-up by DOJ or FBI, financial assistance shall be withheld until the certificate has been issued. If the Certificate of Clearance is denied the participant shall be required to reimburse the program as described in Education Code Section 44393(d)(3).

#### Coursework, Grades and Grade Point Average

Each local program must provide accurate, consistent advice and assistance to all participants. IHEs must clearly identify and describe the type of units participants are required to complete and the minimum grade point average they must maintain in order to remain in the degree or credential program. LEAs must clearly identify the type and number of units participants must complete each quarter/semester to remain in the PTTP. This information must be shared with participants each quarter/semester and should be readily available, in writing, to all participants.

Participants must submit a college or university schedule at the beginning of each school term, final grades at the end of each grading period, and meet all college/university requirements in a timely manner. Financial assistance will be denied for participants who fail to submit schedules or final grades as required. Continued failure to submit schedules and final grades will result in removal from the program and the participant will be required to reimburse the amount of financial assistance received through the program to date.

Participants must maintain a grade point average that will enable them to enter the appropriate teacher preparation program. If a participant's GPA drops below the college's required level for two (2) consecutive grading periods, or for two (2) out of four (4) consecutive grading periods, the local program may drop the participant from the PTTP and the participant will be required to reimburse the financial assistance received through the program to date.

PTTP funds shall not be used to pay for courses that must be repeated. Participants must bear the cost of these courses. If a participant drops out of any class for which the LEA has already paid the registration fees costs will be ducted from the next scheduled financial assistance payment, or the participant may be required to directly reimburse the LEA prior to participating further in the program. Please see the Participant Commitment and Agreement Form, 13F, for additional information.

#### **Examinations**

If a participant cannot pass a state mandated examination it is unreasonable to assume the participant will attain full certification and fulfill the certificated service requirement identified in Education Code Section 44393(2)(C). Repeated failure of any examination not only statistically reduces the participant's chance of passing the examination but lowers their self esteem. Additionally, if the participant is allowed to continue to enroll in coursework paid by the grant, they continue to incur debt for which the State must be reimbursed.

If tutorial support has been provided but a participant continues to fail a required examination program administrators must advise the individual of the problem and ask them to exit the program. The participant will be required to reimburse the grant as stated in Education Code Section 44393(3)(e) and in the Participant Commitment and Agreement Form, number 12A.

#### **Cohort Meetings**

Peer support is an important component of the local program support system. Cohort meetings are a means of providing this valuable support. The meetings also provide participants with important LEA updates as well as program and certification changes.

Regularly scheduled cohort meetings are to be held based upon participant's academic needs. Please keep in mind that participants with little academic training and experience will need more basic support than those who are familiar with the college/university experience. Participants must attend cohort meetings unless excused by the PTTP administrator. Continued failure to attend cohort meetings shall result in removal from the program and the participant shall be required to reimburse the amount of financial assistance received through the program to date. Please see the Participant Commitment and Agreement Form, number 10, for additional information about meeting attendance.

#### Professional Development/In-Service Activities

Professional Development and in-service activities should be offered to give participants the opportunity to improve their skills and knowledge obtain information about recent trends in teacher education. If a participant chooses not to attend professional development and/or in-service activities the participant shall be removed from the program and required to reimburse the amount of financial assistance received through the program to date. Please see the Participant Commitment and Agreement Form, number 10, for additional information about meeting attendance.

#### **Tutorial Support**

Tutorial support should be provided to participants who fail required exams or need support to successfully complete coursework and IHE writing requirements. Participants who pass the CBEST, CSET or RICA, those who majored in math or science or fully-credentialed program graduates may be asked to provide support to participants in need.

If all of your participants attend four-year IHEs the annual per capita allotment may not allow you to offer tutorial support paid by the grant. If this is the case, please make sure participants are aware of who provides the support at the LEA site and how to obtain the support through the IHEs. Please encourage your participants to seek and obtain the needed support on their own if the program cannot pay test prep or tutorial support costs.

#### Site Contact Person

A local contact person should be clearly identified and that individual's name and telephone number made available to all participants. In no instance shall a participant complete the program feeling as if he/she is alone and has no local support contact or system in place.

#### Leave of Absence

Each program must include some provision for life's unforeseen circumstances. Consideration should be given to individuals who must exit the program for a semester due to illness, death of a family member or other adverse personal situations. Justification and documentation must be included in a participant's file in the case of a medical appeal (i.e., doctor's statement). The program shall submit copies of the documentation and justification to the Commission upon request. If a situation occurs that requires a participant to take a leave for more than one year local PTTP administrators must reevaluate the situation and determine if the participant's continued participation in the program is best for the individual as well as the program.

#### Participant Service on an Emergency Permit

If a participant has completed BA requirements and passed CBEST it is to be expected that he/she would wish to increase his/her salary from that of a paraprofessional to that of an emergency permit teacher. Questions and answers about service on an emergency permit, guidelines for requesting emergency permits and length of service allowed on an emergency permit are included below. **PLEASE NOTE: This employment option is available only until July 1, 2006.** 

1. What should PTTP administrators do when no internship slot is available yet a participant has earned a BA, passed CBEST and wishes to serve as an emergency permit teacher? Are PTTP participants allowed to serve on emergency permits?

It is the Commission's hope that all participants complete a baccalaureate degree program and then enter a Multiple Subject, Single Subject or an Education Specialist university internship program. We are, however, aware of the fact that teaching internship slots may not be available for all participants when they are ready to enter an internship program, and not all participants qualify for an internship program.

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Until July 1, 2006, limited service on an emergency permit is allowed. Following verification of possession of a BA degree and passage of CBEST you should contact your Human Resources Division to inquire about the availability of emergency permit positions within the LEA. If a position is available please have your district apply for one of the following emergency permits on behalf of the participant:

**Emergency Multiple Subject Teaching Permit** 

**Emergency Single Subject Teaching Permit** 

CLAD/BCLAD Permit

**Emergency Education Specialist** 

Emergency permits should be requested for one year. In rare instances the permit may be issued for an additional year. If there is ever a situation that requires additional issuance of a permit please contact the CCTC Project Manager. PTTP participants should never be allowed to serve on the basis of an Emergency 30-Day Substitute Teaching Permit or on the basis of a certification waiver.

PLEASE NOTE: Because the participant must complete the remainder of the professional preparation program please be sure to monitor the progress of the participant while serving on the emergency permit. This includes completion of required credential coursework, and any required paperwork.

2. What should we do when no internship slot is available and no emergency permit positions are available within the LEA?

Because we do not wish to have participants lured away with the promise of a teacher salary by non-PTTP districts, all PTTP districts should make an effort to assist participants in securing a certificated position within your LEA as quickly as possible after the participant verifies completion of a BA and CBEST.

If there are no available positions within your district for service on either an internship credential or emergency permit, please contact a neighboring PTTP district and inquire about the availability of an emergency permit position within that district. If there is an available position, both districts should enter into an understanding that the paraprofessional is on "loan" from the first district and must return to that district whenever an internship slot becomes available.

In this instance, it is recommended in this instance that you have the participant sign a Memorandum of Understanding (MOU) which explains that he/she is still a part of your PTTP, describes the participant's responsibility, commitment pledged and your expectations during and after the period of employment in the second district. The MOU should be signed by the PTTP Director and Human Resources Director of both districts as well as by the participant. The MOU should remain in the participant's

PTTP file. Once the "loan" service has been completed, the participant should enter and complete an internship program within your district.

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4. Does service on the emergency permit count towards the service commitment made upon entry into the PTTP?

Pursuant to Education Code Section 44393(2)(C) each participant must complete one school year of certificated instruction for each year of financial assistance received through the program. A commitment to provide this service is made by each paraprofessional upon acceptance into the PTTP. This certificated service requirement should begin only after the paraprofessional earns a preliminary, professional clear or Level 1 credential. Please see Section 2, number 26, and the Participant Commitment and Agreement form, number 11 and 13, for additional information about certificated service requirements.

If you should have a question regarding the type of emergency certification needed or what emergency certification is available, please contact Information Services at (916) 445-7256 or (888) 921-2682.

#### The Commission's Role

It is not the Commission's intent to micromanage any local program. Our understanding is that a local infrastructure is in place and that the proposal submitted by your LEA is in fact what is in practice at the local level. We do, however, reserve the right to take corrective action against any program that

- (a) Has substantially changed its structure and local administrative requirements without the written approval of the Commission's Project Manager
- (b) Is no longer administered according to the proposal that was submitted and recommended for funding by the Career Ladder Panel and, subsequently, granted funding by the Commission
- (c) Fails to submit required expenditure reports, documentation and/or program data as needed and requested by the Commission
- (d) Continually fails to submit program data in a timely manner as requested by the Legislative Analyst's office or Commission staff for inclusion in the annual report to the Legislature

The CCTC Project Manager is responsible for fiscal oversight and administration of each program, provides technical support to local programs when needed and facilitates problem resolution and issues about program administration at the local and state level. Each LEA should identify a Commission contact who is available on a regular basis and knowledgeable about the day-to-day administration of the local program.

It is the CCTC's role to facilitate a resolution to any dispute regarding program support as originally pledged by an IHE or by your superintendent. If you should encounter some problem in this regard please contact the Commission's Program Director.

Site visits are to be conducted by the Program Director as needed. Typically, these visits are scheduled to coincide with cohort meetings and when administrative team members and staff are available. Notice of site visits will be issued prior to the visit.

#### COMMISSION ON TEACHER CREDENTIALING

**Professional Services Division** 

1900 Capitol Avenue Sacramento, California 95814-4213 (916) 445-3223 FAX (916) 323-4508



#### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

# PARTICIPANT COMMITMENT AND AGREEMENT 2005-2006

This Agreement is entered into between the	School District (_),
County Office of Education (_), Consortium (	(_) (herein after referred to as "The
District"), and (yo	ou, the employee), for the purpose of
clearly defining both the District's and the parti	icipant's responsibilities in relation to
his/her voluntary participation in the District'	s Paraprofessional Teacher Training
Program.	

The participant agrees to act in good faith in all aspects of this Agreement and must do all of the following:

- 1. Identify his/her certification goal in their annual commitment.
- 2. Obtain a Certificate of Clearance within the first year of participation in the program.
- 3. Inform program director, coordinator or facilitator of any change in employment schedules or status and provide a rationale for the changes.
- 4. Submit an individual education plan that identifies the course of study he/she must complete for either a degree or teaching credential.
- 5. Submit a college or university schedule at the beginning of each quarter/semester and final grades at the end of each grading period. Financial assistance will be denied for participants who fail to submit schedules or final grades as required. Continued failure to submit schedules and final grades will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.
- 6. Meet all college/university requirements in a timely manner.
- 7. With the support of university advisers, take required courses leading to the appropriate degree or credential.
- 8. Take a course of study and maintain a grade point average that will enable the participant to enter an appropriate teacher education program. If the participant's GPA drops below the college's required levels for two (2) consecutive grading periods, or for two (2) out of four (4) consecutive grading periods, the District shall drop the participant

from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.

- 9. Work toward and obtain a preliminary or professional clear Multiple Subject, Single Subject, or a Level I Education Specialist credential while in the program. Services Credentials, (i.e., Administrative Services, Pupil Personnel Services, Clinical Rehabilitative Services), Designated Subject Credentials and Child Development Permits shall not be earned using program funds.
- 10. Participate in regular cohort meetings, staff development and in-service activities offered by the program unless the participant is excused by District program administrators. Failure to attend cohort meetings and staff development and/or professional development activities will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she received through the program to date.
- 11. After earning a bachelor's degree and teaching credential, the participant agrees to teach in the District for the following number of years (hereafter referred to as "Support Years").

College Year You Enter Program	Years You Must Teach
Freshman Year	5 or more, depending on the length of time it takes to earn a credential
Sophomore Year	4
Junior Year	3
Senior Year	2
Post-graduate/Intern	1-2 or more,
	depending on the
	length of time it
	takes to earn a credential

During all of the support years, the District may place the participant in any school, subject, grade, or program for which the participant is properly credentialed.

- 12. Pay for any and all incidental, excess and extra expenses which the participant incurs by participating in this program which exceed or are not covered by the District's financial obligations as outlined in the project's approved budget.
- 13. To reimburse the District for any and all expenses incurred on the participant's behalf by the District while in the program if any of the following events occur:
  - A. The participant voluntarily leaves the program for any reason.
  - B. The participant involuntarily leaves the program for any reason. Reimbursement may be delayed as described in Education Code Section 44393(d)(3) for those participants who are released from employment due to a reduction in personnel.

- C. The participant does not earn a credential within the timeline identified by the local program and agreed to by the Commission.
- D. The participant does not accept a teaching contract if offered by the District upon completion of the program. If positions are not available upon graduation, the participant may be released to serve in another public school district. The participant must complete an annual online graduate form so that the Commission can monitor the certificated service provided by the individual and to confirm that the certificated service requirement has been fulfilled.
- E. The participant does not work the required number of years for the District, or any other public school district, after completion of his/her credential requirements.
- F. The participant drops out of any class for which the District has already paid the registration fees. If this situation occurs, these costs will be deducted from the next scheduled financial assistance payment, or the participant may be required to directly reimburse the District prior to participating further in the program.
- 14. Begin reimbursement within three (3) months after the participant leaves the program. A repayment schedule may be negotiated with the District as to time, amount, frequency, etc. The participant agrees that unless otherwise agreed to in writing, the amount owed the District under this section shall become immediately due and payable upon termination of the participant's employment with the District. If the participant earns the credential and returns to the District to fulfill the instructional service requirement as identified in item 10, the participant's financial obligation to the program will be considered satisfied.

Certification of Acceptance of Terms of the Agreement

I have read the California Commission on Teacher Credentialing commitment and agreement for participation in the California School Paraprofessional Teacher Training Program for fiscal year 2004-2005 and agree to comply with all terms included in the agreement.

Signature of Program Director/Coordinator	Date	
Signature of Participant	Date	



# **※** SECTION 4 **※**

# FUNDING, RECORD KEEPING AND DATA COLLECTION REQUIREMENTS



#### **Annual Program Funding**

Continued program funding is contingent upon appropriation of sufficient funds for the program in the annual Budget Act. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel the program with no liability occurring to the State, or offer an agreement amendment to the local program to reflect the reduced amount. A continued funding notification will be mailed to all programs after the current year Budget Act has been signed.

Funding is on a fiscal year cycle. Funds are disbursed twice during the year with the initial payment made in the fall and the second payment in March or April. The second payment will be made based upon the certified actual expenditure report signed by your program director and fiscal agent and confirmed online consent forms.

Funds encumbered during the year (e.g., tuition owed but an invoice has not yet been received) are not to be identified as carryover funds in your actual expenditure report. The amount should be identified as encumbered funds. Any remaining unencumbered funds must be identified no matter the dollar amount. Carryover funds must be returned to the Commission office no later than September 30 of each year. See Special Terms and Conditions, numbers 3 and 4 for additional information.

Continued Funding Letters are mailed in the fall of each subsequent funding year. Please advise your fiscal officer that Continued Funding Letters will not be mailed prior to the Governor signing the Annual Budget Act.

The Commission intends to keep the Legislature and Governor informed about the implementation and effects of the Paraprofessional Teacher Training Program. Annually the Commission will re-examine the need for the program to continue and will report its finding to the Legislature and the Governor. As long as the need continues, the Commission will advocate continued funding for the program.

#### **State Fiscal Oversight**

As Fiscal Agent for the PTTP, it is the Commission's responsibility to monitor the administration and fiscal procedures that are in place for each local program. As a grantee, it is your responsibility to advise the Commission of any substantive change to your program.

Please keep in mind that the funds you receive for administration of each local program are Proposition 98 funds. As Fiscal Agent for this program the Commission must ensure that all expenditures are:

- (a) administered by the school district or county office,
- (b) identified in your proposed budgets and approved by CCTC,
- (d) appropriate and acceptable expenditure of taxpayer dollars, and
- (e) participants fulfill their certificated service requirement following full certification.

#### **Budget Modification Requests**

Any proposed budget modifications that exceeds 10% of what was submitted in the proposed budget are to be submitted to the Project Manager along with a rationale for the changes and an estimated cost. Written approval of all modifications must be received from the Project Manager prior to implementing the change. See the Special Terms and Conditions, number 2, for additional information.

#### **Authorized and Appropriate Expenditures**

Tuition and book costs

Payment of tuition, book costs and other IHE fees for each term shall be authorized following an accurate analysis of each participant's transcripts at the conclusion of each school term only. PTTP funds shall not be used to pay for completion of unnecessary coursework or coursework that must be repeated.

No unauthorized or inappropriate expenditure of state funds is allowed. Grant funds are not to be expended on the following:

- (a) Equipment purchase or rental
- (b) Meals and refreshments
- (c) Any other cost that was not approved in your original budget and authorized by the Project Manager.

As Program Fiscal Agent, the Commission reserves the right to question any expenditure that appears to be inappropriate.

#### Parking Fees

The PTTP is a partnership consisting of the LEA, IHE, CCTC and the participants. Although the PTTP is intended to pay all (or most) tuition, other institutional fees (health, application, student union) and book costs, it was never intended to pay for all other costs that might be incurred while earning a degree or credential. In return, the LEAs and IHEs provide many types of in-kind support including staff support and academic advising. Because paraprofessionals are also a partner in this collaborative, they too have a responsibility to support the effort.

In August 1999, a policy decision concerning parking fees was issued. Parking is allowed only for those paraprofessionals employed less than 4 hours per day. Parking fees are allowed only if the cost is included in your budget and approved by the Commission's Project Manager.

#### Travel Expenses

Each program includes a line item for travel to the Commission. It is important to retain all records associated with travel costs. The current per diem rates are listed below.

#### Meals

The maximum amounts you may claim for each meal is noted. You must travel a minimum of 50 miles one-way to claim any meal. Meal reimbursements claimed for travel of less than 24 hours are taxable and reportable income. You must contact the Project Officer if you plan to claim meal reimbursements for less than 24 hours. Additional paperwork must be completed for meal reimbursements for less than 24 hours.

Breakfast up to \$6.00

If you depart at 6:00 a.m. or earlier and do not return until 10:00 a.m. or later.

Lunch up to \$10.00

Only permitted on trips of 24 hours or longer. If you depart at 10:00 a.m. or earlier on the first day and do not return until 2:00 p.m. or later on the last day.

Dinner up to \$18.00

If you depart at 4:00 p.m. or earlier and do not return until 7:00 p.m. or later.

Incidentals up to \$6.00

Only permitted on trips of 24 hours or longer. To be used for tips, newspaper, personal phone calls, etc.

#### **Hotel and Motel**

\$79.00 plus tax

Authorization for hotel rooms exceeding this amount must be provided by the Project Manager if reimbursement is expected. The Commission will not pay for "no-shows" – please cancel any confirmed rooms (call the hotel directly) at least 72 hours prior to your arrival.

#### Air Fare

Please contact your travel agent for the best rate. Remember to retain all records for auditing purposes.

#### **Mileage**

\$.31 per mile

If driving to the Commission office.

#### Shuttles and Taxis

While in Sacramento, for more information about shuttles and taxis, contact:

Gray Line Tours	(916) 927-2877
Greyhound Taxi	(916) 923-2121
National Taxi	(916) 444-7433
Red Taxi Company	(916) 444-7433
SuperShuttle	(800) 258-3826
Yellow Cab	(916) 444-2222

Tips should not be claimed as part of the fare. Tips would be part of your daily \$6.00 incidental allocation.

#### **Participant Reimbursements**

The PTTP is not to be administered on a reimbursement system. The program is designed so that participants do not have to make a choice between paying for tuition or supporting their family's basic needs. There may be instances (e.g., examinations) where you must have the participant pay for a service and then be reimbursed. This is acceptable but should be the exception and not the rule.

All programs must have fiscal processes in place between the LEA and each participating IHE whereby the IHEs direct bill the LEA for tuition, books and other fees. If you are experiencing difficulty in developing these processes with your partner IHE's please contact the Project Manager.

#### **Data Collection Requirements**

#### Annual Reports

As of fiscal year 2002-03, PTTP participant data can be entered online. As of October 2004, graduate data can also be collected online. Because not all graduate data will be immediately available online, and since the LEA form is not yet online, all programs must complete a paper annual report form. The Annual Report is to be submitted by each program in April of each year. It is important that the information included in your Annual Report is accurate and consistent from year to year because the information will be included in an annual report to the Commission, the Governor and Legislators. Information contained in the report shall include, but not be limited to, the following:

- Ethnicities of current participants and program graduates:
- Languages other than English spoken by current participants and graduates
- Academic standing of participants
- Certification goals (numbers seeking bilingual education, special education, etc.)
- CBEST passage data
- Numbers employed as teachers of record
- Economic status of participants Income range per household
- Numbers serving as head of household
- Numbers paying for their medical coverage
- Description of financial and other resources made available by the LEA and IHE In –kind support provided
- Actual cost per participant
- Numbers identified as first generation college students.

Each program will qualify for continued funding following receipt of the Annual Report. If the Annual Report is not received within the time line given by the Project Manager, a second notice will be mailed. If there is no response to the second notice, a new request will be sent to your superintendent's office along with a copy of all other previous requests.

If program data is requested by the Commission but is not received by the deadline stated in the Commission's request, program data for your local project and participants will not be included in the reports. Failure to submit the requested data may result in termination of funding and participants will be required to reimburse the program. A termination notice will be mailed to your superintendent explaining why funding has been terminated.

#### **Record Keeping**

All State-funded programs will be audited. It is imperative that you maintain complete and accurate expenditure records of all state funds. Education Code Section §44393 (h) identifies the annual per capita allotment for participants as \$3,000.

Special care should be taken in accounting for all costs associated with the program, particularly if your program budgets include line items for childcare costs, personal counseling, parking, etc. In no instance should program costs exceed \$3,000 per participant per year. Records of all expenses should be maintained until at least 3 years after conclusion of the grant.

State law limits the annual amount of funding per expansion program participant to a maximum of \$3,000. Therefore, expansion program administrators should keep an accurate accounting of all expenditures for program participants. No annual limit is identified in law for original program participants. However, each program should have an accounting system in place that identifies all state funds used to support a participant. An accounting should be updated and placed in every participant's file annually.

#### **Funds Recovery/ Program Reimbursement**

Careful selection of participants should not only result in a high program success rate but little or no concerns about individuals who may fail to earn a credential and honor their certificated service commitment. It is the LEA's responsibility, as well as that of the Commission, to aggressively pursue repayment of public funds from any participant who accepts financial assistance but does not fulfill his/her obligation to provide certificated service in your district. This also applies to any individual who remains in the program long enough to earn a degree and then decides to prematurely exit the program. See the Participant Commitment Form, number 12, for additional information. Additional information can also be found in the 1999 Bidders Conference Information, number 9.

The Commission will refer any LEA that fails to pursue participant reimbursement to the Office of the State Controller. Additionally, the Commission's Division of Professional Practices will flag the files of participants who receive financial assistance, fail to earn a credential, and refuse to reimburse the State of California.

#### Certificated Service following full certification

One of the major purposes of the PTTP is to prepare teachers who will ultimately provide certificated service within your district. You should be aware of your district's need for fully-certificated teachers. This need should match the certification goals of your cohorts. Program administrators should establish and maintain a good relationship with your certificated Human Resources Division. HR will support the PTTP by keeping you informed about available positions and presenting employment preparation workshops, mock interviews, etc.

A participant may begin to provide certificated service once he/she has been identified as a PTTP graduate. A PTTP graduate is defined as a fully-certificated teacher holding a preliminary or professional clear Multiple Subject or Single Subject credential or a Level 1 Education Specialist. Participants who have not attained full certification are not considered graduates of the program. If you are ever in doubt about the status of a participant please contact CCTC's Project Manger.

Please be reasonable when considering employment following full certification. If your district does not have a certificated position for any individual following full certification, consider allowing the individual to work in another district for one year. It is the LEA's responsibility to keep track of the graduate so that you can determine if the certificated service has been fulfilled. Please see the Participant Commitment and Agreement Form, number 11, for a schedule of support years that are to be provided following full certification. The number of service years to be provided by fully credentialed graduates of your program is described below.

College Year You Enter Program	Years You Must <u>Teach</u>
Freshman Year	5
Sophomore Year	4
Junior Year	3
Senior Year	2
Post-graduate/Intern	1-2, depending on
•	length of time it
	takes to earn the credential

During all of the support years, the District may place the participant in any school, subject, grade, or program for which the participant is properly credentialed.

#### **Dropped Participants**

Participants are not allowed to simply "drop" from the program. If any participant fails to meet all requirements as identified in Education Code Section 44393 (d)(2) must reimburse the program as described in Education Code Section 44393 (d)(3).